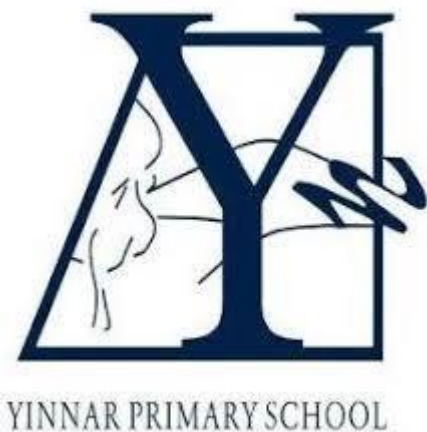


2023 Annual Implementation Plan

for improving student outcomes

Yinnar Primary School (2419)



Submitted for review by Christine Hall (School Principal) on 01 December, 2022 at 07:18 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>The school has a culture of high expectations and strives for continual improvement and growth. School leadership is confidently shared amongst middle leaders who have been instrumental in implementing change and improvement. Staff value challenge, collaboration and respectfully support each other. We have developed high quality practises in the teaching of reading which are embedded across the school. The teaching of writing will continue to be an area of focus for 2023. The English Core Knowledge units and Reading Reconsidered will be explore, developed and become instrumental in the teaching of Literacy.</p> <p>The improved teacher understandings of mathematics lesson structure and the proficiencies will assist in student growth.</p>
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	<p>Parents and students have high expectations of the school and value learning. The importance of developing resilience both inside and outside the classroom continues to be important focus. The Resilience Project has been successful in highlighting the need for gratitude, empathy and mindfulness in order to develop resilience.</p> <p>Student voice and agency is strong across the school, particularly in the 3-6 area. The increased use of technology has positively impacted on student and parent engagement.</p>
<p>Considerations for 2023</p>	<p>The school will continue to employ the tutors for 2023 for learning catch up</p> <p>Implement our learning from the Writing Revolution and focus on strengthening our explicit teaching practices relating to the Syntax and Punctuation Scope and Sequence.</p> <p>Share/explore other resources (eg Read2Learn, Write2Learn, Think Forward Educators webinars with experts) to support our teaching English- both reading and writing</p> <p>Refine how we are integrating the reading and writing curriculum into our English Units and literacy skills workshops</p> <p>Make contact with schools who have developed their own English units to get some ideas/support for how we can plan for composite grades in the future</p> <p>Revisit the key components of Scarborough's Reading Rope to extend knowledge and maintain consistent classroom practice</p> <p>Improve how literacy data is stored using excel on Teams to ensure easy access for all teachers for input and engage with</p> <p>Investigate Explicit Direct Instruction practice</p> <p>Revisit the Response to Intervention model in alignment with the Science of Learning</p> <p>Refine Numeracy Reviews to assist with consistency</p> <p>Professional Learning regarding Essential Assessment data analysis classroom and whole school</p> <p>Expand the use of the SOLO Taxonomy across the curriculum to assist with differentiation</p> <p>Continue to implement the instructional model for teaching mathematics (anticipate, launch, explore, summarise) and incorporate the mathematical proficiencies (Understanding, Fluency, Problem Solving and Reasoning) into learning tasks</p> <p>Resign with The Resilience Project for next year. The 2023 Project has a number of exciting new initiatives to support teachers, students and parents. Offer new workshops to provide parents and carers with their own practical toolkit to practise GEM at home.</p> <p>Include the 'Authentic Connection' webinars for families</p> <p>Employ Family and Child therapist 2023</p> <p>Staff professional development - student health/wellbeing</p> <p>Investigate and address gateway behaviours</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve literacy and numeracy relative growth for all students
Target 2.1	<p>By 2023, increase the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN:</p> <ul style="list-style-type: none"> • reading, from 88% to 95% or greater • writing, from 76% to 85% or greater • numeracy, from 76% to 85% or greater.
Target 2.2	<p>The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in:</p> <ul style="list-style-type: none"> • reading and viewing from 86% to 92% • number and algebra from 72% to 85%.

Target 2.3	<p>The percentage of positive responses in the Staff Opinion Survey will increase for the following factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 88% to 92% or greater • Guaranteed and Viable Curriculum from 78% to 90%.
Target 2.4	<p>The percentage of positive responses in the Staff Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Teaching and Learning Implementation from 82% to 90% or greater • Teaching and Learning Evaluation from 80% to 88%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum in literacy and numeracy with a supporting instructional model
Key Improvement Strategy 2.b Building practice excellence	Strengthen the teacher's capacity to provide opportunities for students to develop voice and agency in literacy and numeracy.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Strengthen and deepen teacher pedagogical content knowledge and how to split screen to enhance learner agency (learning power) in reading, writing and mathematics (including proficiencies).
Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity to effectively identify and implement assessment and feedback strategies that progress students to the next level of learning.
Goal 3	Improve student learning and engagement by developing effective home school learning partnerships
Target 3.1	<p>By 2023, increase the percentage of positive responses to the following factors on the POS:</p>

	<ul style="list-style-type: none"> • Teacher communication from 70% to 85% or greater • School connectedness from 92% to 94% or greater
Target 3.2	By 2023, increase the percentage of positive responses on the SSS for Parent and Community factor Involvement from 89% to 95% or greater.
Key Improvement Strategy 3.a Parents and carers as partners	Identify and implement a learning management system and digital tools that create effective parent and teacher communication.
Key Improvement Strategy 3.b Parents and carers as partners	Review approaches to reporting student progress that align student achievement and the learning power skills
Goal 4	Enhance student agency in learning by embedding digital learning skills across the curriculum
Target 4.1	By 2023, increase the percentage of positive responses on AToSS to the following factors: <ul style="list-style-type: none"> • *Student voice and agency from xx% to xx% or greater • *Learning Confidence from xx% to xx% or greater • *Motivation from xx% to xx% or greater (to be finalised)
Target 4.2	By 2023, increase the percentage of positive responses in the Student Motivation and Support factor from 73% to 85% or greater.
Key Improvement Strategy 4.a	Develop and document a whole school plan for digital technology.

Curriculum planning and assessment	
Key Improvement Strategy 4.b Building practice excellence	Develop a professional learning strategy that builds teacher capacity and confidence to utilise digital technology that enhance student learning and engagement
Key Improvement Strategy 4.c Parents and carers as partners	Build effective home school partnerships through the regular communication of personalized learning goals

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of students meeting or above NAPLAN benchmark growth in numeracy to increase from 86.7% to 90%.</p> <p>The percentage of students meeting or above NAPLAN benchmark growth in writing to increase from 83% to 90%.</p> <p>The percentage of students that achieve 12 months growth in teacher judgement against the Victorian Curriculum standard from Foundation - 6 will increase in number and algebra from 75% to 85% and in writing from 68% to 85%.</p> <p>To increase the school wide positive endorsement of AtoSS factor "Emotional Awareness and Regulation" from 79% to 85%.</p> <p>To increase the school wide positive endorsement of AtoSS factor "Perseverance" from 87% to 90%.</p> <p>To increase the percentage of positive endorsement of Parent, Carers, Guardian Opinion Survey "School Connectedness"</p>

			<p>from 90% to 94% or greater</p> <p>To increase the percentage of positive endorsement of Parent, Carer, Guardian Opinion Survey "Teacher Communication" from 73% to 85% or greater</p>
<p>Improve literacy and numeracy relative growth for all students</p>	<p>No</p>	<p>By 2023, increase the percentage of students achieving medium and high relative learning growth from Year 3 to 5 in NAPLAN:</p> <ul style="list-style-type: none"> • reading, from 88% to 95% or greater • writing, from 76% to 85% or greater • numeracy, from 76% to 85% or greater. 	
		<p>The percentage of students that achieve 12 months growth in the teacher judgements against the Victorian Curriculum standards from Foundation to Year 6, will increase in:</p> <ul style="list-style-type: none"> • reading and viewing from 86% to 92% • number and algebra from 72% to 85%. 	
		<p>The percentage of positive responses in the Staff Opinion Survey will increase for the following factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 88% to 92% or greater • Guaranteed and Viable Curriculum from 78% to 90%. 	

		<p>The percentage of positive responses in the Staff Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Teaching and Learning Implementation from 82% to 90% or greater • Teaching and Learning Evaluation from 80% to 88%. 	
Improve student learning and engagement by developing effective home school learning partnerships	No	<p>By 2023, increase the percentage of positive responses to the following factors on the POS:</p> <ul style="list-style-type: none"> • Teacher communication from 70% to 85% or greater • School connectedness from 92% to 94% or greater 	
		<p>By 2023, increase the percentage of positive responses on the SSS for Parent and Community factor Involvement from 89% to 95% or greater.</p>	
Enhance student agency in learning by embedding digital learning skills across the curriculum	No	<p>By 2023, increase the percentage of positive responses on AToSS to the following factors:</p> <ul style="list-style-type: none"> • *Student voice and agency from xx% to xx% or greater • *Learning Confidence from xx% to xx% or greater • *Motivation from xx% to xx% or greater (to be finalised) 	

		By 2023, increase the percentage of positive responses in the Student Motivation and Support factor from 73% to 85% or greater.	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>The percentage of students meeting or above NAPLAN benchmark growth in numeracy to increase from 86.7% to 90%. The percentage of students meeting or above NAPLAN benchmark growth in writing to increase from 83% to 90%.</p> <p>The percentage of students that achieve 12 months growth in teacher judgement against the Victorian Curriculum standard from Foundation - 6 will increase in number and algebra from 75% to 85% and in writing from 68% to 85%.</p> <p>To increase the school wide positive endorsement of AtoSS factor "Emotional Awareness and Regulation" from 79% to 85%.</p> <p>To increase the school wide positive endorsement of AtoSS factor "Perseverance" from 87% to 90%.</p> <p>To increase the percentage of positive endorsement of Parent, Carers, Guardian Opinion Survey "School Connectedness" from 90% to 94% or greater To increase the percentage of positive endorsement of Parent, Carer, Guardian Opinion Survey "Teacher Communication" from 73% to 85% or greater</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2023 Dimension		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	The percentage of students meeting or above NAPLAN benchmark growth in numeracy to increase from 86.7% to 90%. The percentage of students meeting or above NAPLAN benchmark growth in writing to increase from 83% to 90%. The percentage of students that achieve 12 months growth in teacher judgement against the Victorian Curriculum standard from Foundation - 6 will increase in number and algebra from 75% to 85% and in writing from 68% to 85%. To increase the school wide positive endorsement of AtoSS factor "Emotional Awareness and Regulation" from 79% to 85%. To increase the school wide positive endorsement of AtoSS factor "Perseverance" from 87% to 90%. To increase the percentage of positive endorsement of Parent, Carers, Guardian Opinion Survey "School Connectedness" from 90% to 94% or greater To increase the percentage of positive endorsement of Parent, Carer, Guardian Opinion Survey "Teacher Communication" from 73% to 85% or greater
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop consistency in classroom assessment and differentiation practices in numeracy. Refine the teaching of reading and writing through the integration of engaging English curriculum units Maintain an effective multi-tiered response to meet students' individual learning needs.
Outcomes	Students will: <ul style="list-style-type: none"> • be familiar with routines and expectation of their learning • be able to share evidence of learner growth as a learner with teacher, peers and parents • make extra gains in their learning to ensure the catch up is achieved • be able to articulate their learning goals and where to next in their learning be engaged and curious, enthusiastic learners

	<p>Teachers will:</p> <ul style="list-style-type: none"> • follow a whole school documented approach to the teaching of Literacy • have actively participated in professional learning forums • provide students with the opportunity to work at their level using differentiated resources • will have a clear and consistent understanding of mastering the teaching of Literacy and Numeracy • will consistently and explicitly implement the school's instructional model in conjunction with the HITS and the SOLO Taxonomy <p>will be confident in the explicit teaching practices of Syntax and Punctuation</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • be identified to lead whole school numeracy, literacy and the tutor learning program • support teaching staff to build assessment and differentiation practices through professional learning. • liaise with tutors at all stages of implementation and meet regularly to track learning growth of student involved in the program <p>Parents/Caregivers will:</p> <ul style="list-style-type: none"> • be aware of the learning area focus and strategies needed to support learning growth of their child • actively support their child's learning at home through practice and repetition • maintain close communication (via Seesaw, email and phone) with tutor and classroom teacher 			
<p>Success Indicators</p>	<p>Teachers' formative assessment data and teacher judgement data Teachers' term planners and lesson plans Peer observations demonstrating the implementation of learning strategies Student feedback on differentiation, the instructional model and use of common strategies Assessment data (summative and formative) to show growth in learning Student surveys and teacher feedback</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Implement our learning from The Writing Revolution and focus on strengthening our explicit teaching practices relating to the Syntax and Punctuation scope and sequence.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Share/explore other resources (Read2Learn, Write2Learn, Think Forward Webinars experts) to support our teaching English, both reading and writing.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate schools who are leading the way in developing English Units, to gain idea on how best to plan and support composite grade levels.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refine Numeracy Reviews to ensure they are consistently implemented across the school.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff professional learning regarding Essential Assessment data analysis, classroom and whole school.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Expand the use of the SOLO Taxonomy to assist with differentiation of learning.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the implementation of the instructional model for teaching mathematics (anticipate, launch, explore, summarise) and incorporate the mathematical proficiencies (understanding, fluency, problem solve and reasoning) into learning tasks.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint Tutor Learning Leader and Tutors and develop a program which allows for student agency in knowing where they are at, where to next and empowered by knowing how they can achieve that growth. Use 2022 data to identify students in need of catch up or extension learning support and track 2023 students closely. Teachers and tutors will work closely to review, plan and update individual learning plans based on student growth.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Engage with parents/carers to ensure appropriate supports and provide regular learning growth updates.				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom teachers to participate in peer observations to allow for consistency of practice, learning from each other and point of need feedback.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ extra support staff to assist and provide students with inclusive support in the classroom.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	To develop students' levels of resilience Provide wellbeing and social support for target students Build community understanding, of how significant periods of absence, impacts on student learning Develop a consistent approach to engage students in learning, whilst absent for significant periods Build teacher awareness and understanding of the Disability Inclusion initiative Review and refine whole school approach to student attendance to increase average attendance and reduce chronic absenteeism
Outcomes	Students will: <ul style="list-style-type: none"> • will articulate their emotions and explain how they are feeling through a shared language • demonstrate their resilience both inside and outside of the classroom • be clear on behavioural expectations and consequences • use positive coping strategies to bounce back from setbacks • be motivated and engage when learning is challenging Teachers will: <ul style="list-style-type: none"> • plan and implement social and emotional learning with their class • purposely use the learning power language and learning dispositions • refer to and use Resilience, Rights and Respectful Relationship Resource • actively engage in professional readings and learning related to 'The Resilience Project' Leaders will: <ul style="list-style-type: none"> • support teaching staff to build knowledge and understanding of 'resilience' through professional readings/learning • liaise with Allied Health professionals, teachers and parents as required Parents/Caregivers will: <ul style="list-style-type: none"> • recognise and understand what resilience looks like and why it is important for their child • be clear on behavioural expectations and consequences • use shared language with school and child regarding emotions and feelings
Success Indicators	Attitudes to School Survey data Youth Resilience Survey data Play support data- issues in the play ground Compass chronicle entries Wellbeing Leader's notes to show evidence of students improved emotional literacy and increasing use of positive coping strategies Student survey data to show evidence of growth in resilience and perseverance Student focus groups

Parent Surveys Teacher planning artifacts				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Resign with The Resilience Project for 2023. All new staff to complete professional learning to gain introductory understanding of the program.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing team to lead staff in implementing The Resilience Project and make aware of the updates and changes to the program. All staff to continue with professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Identify students who may benefit from one to one counselling. Arrange parent intake meetings and engage the Child and Family Therapist to provide counselling to targeted students.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Improve the partnership between the home and the school to develop resilience of students. Engage parents and carers with The Resilience Project through the Authentic Connection webinars for families.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Investigate ways to improve staff knowledge and understanding of the importance of student health and wellbeing. Engage an expert to provide staff with professional development in the area of wellbeing/mental health first aid.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop plans to assist in addressing students being away from school due to parent choice. Make connection with and learn from other schools who have similar data related to family choice student absences.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ extra support staff to engage students during break times to help prevent 'gate way' behaviours.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Build teacher understanding of Disability Inclusion initiative and workshop distinctions and commonalities with PSD process				

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$2,000.00	-\$2,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$92,000.00	-\$92,000.00
Schools Mental Health Fund and Menu	\$0.00	\$34,000.00	-\$34,000.00
Total	\$0.00	\$128,000.00	-\$128,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ extra support staff to assist and provide students with inclusive support in the classroom.	\$60,000.00
Resign with The Resilience Project for 2023. All new staff to complete professional learning to gain introductory understanding of the program.	\$9,500.00
Identify students who may benefit from one to one counselling. Arrange parent intake meetings and engage the Child and Family Therapist to provide counselling to targeted students.	\$25,000.00
Improve the partnership between the home and the school to develop resilience of students. Engage parents and carers with The Resilience Project through the Authentic Connection webinars for families.	\$500.00
Investigate ways to improve staff knowledge and understanding of the importance of student health and wellbeing. Engage an expert to provide staff with	\$3,000.00

professional development in the area of wellbeing/mental health first aid.	
Employ extra support staff to engage students during break times to help prevent 'gate way' behaviours.	\$30,000.00
Totals	\$128,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resign with The Resilience Project for 2023. All new staff to complete professional learning to gain introductory understanding of the program.	from: Term 1 to: Term 1	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Improve the partnership between the home and the school to develop resilience of students. Engage parents and carers with The Resilience Project through the Authentic Connection webinars for families.	from: Term 1 to: Term 3	\$500.00	<input checked="" type="checkbox"/> Other Parent and carer information sessions provider by The Resilience Project
Totals		\$2,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Employ extra support staff to assist and provide students with inclusive support in the classroom.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Investigate ways to improve staff knowledge and understanding of the importance of student health and wellbeing. Engage an expert to provide staff with professional development in the area of wellbeing/mental health first aid.	from: Term 2 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Employ extra support staff to engage students during break times to help prevent 'gate way' behaviours.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$92,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Resign with The Resilience Project for 2023. All new staff to complete professional learning to gain introductory understanding of the program.	from: Term 1 to: Term 1	\$8,000.00	<input checked="" type="checkbox"/> The Resilience Project
Identify students who may benefit from one to one counselling. Arrange parent intake meetings and engage the Child and Family	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students

Therapist to provide counselling to targeted students.			
Investigate ways to improve staff knowledge and understanding of the importance of student health and wellbeing. Engage an expert to provide staff with professional development in the area of wellbeing/mental health first aid.	from: Term 2 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$34,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Share/explore other resources (Read2Learn, Write2Learn, Think Forward Webinars experts) to support our teaching English, both reading and writing.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff professional learning regarding Essential Assessment data analysis, classroom and whole school.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Resign with The Resilience Project for 2023. All new staff to complete professional learning to gain introductory understanding of the program.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Wellbeing team to lead staff in implementing The Resilience Project and make aware of the updates and changes to the program. All staff to continue with professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Improve the partnership between the home and the school to develop resilience of students. Engage parents and carers with The Resilience Project through the Authentic Connection webinars for families.</p>	<input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1 to: Term 3</p>	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Phoebe Smith - Resilience Project	<input checked="" type="checkbox"/> On-site
<p>Investigate ways to improve staff knowledge and understanding of the importance of student health and wellbeing. Engage an expert to provide staff with professional development in the area of wellbeing/mental health first aid.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 2 to: Term 2</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Mental Health First Aider	<input checked="" type="checkbox"/> On-site
<p>Develop plans to assist in addressing students being away from school due to parent choice. Make connection with and learn from other schools who have similar data related to family choice student absences.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site